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| **Grade 3**  **Chapter 1** | **Domains: Number and Operations in Base Ten (NBT)**  **Operations and Algebraic Thinking (OA)** | **Chapter 1**  Target start date:  **Aug 26- Sept 18**  **17 Days** |
| **CRITICAL AREA: Developing understanding of multiplication and division and strategies for multiplication and division within 100.** |
| **How can you add and subtract whole numbers and decide if an answer is reasonable?** | | |
| **3.OA.9**  **3.NBT.1**  **3.NBT.1**  **3.NBT.2**  **3.NBT.2**  **3.NBT.2**  **3.NBT.2**  **3.NBT.1**  **3.NBT.2**  **3.NBT.2**  **3.NBT.2**  **3.OA.8**  **MP.6**  **MP.7** | **Sequence of questions to explore** *(also use as journal prompts)*  **1.1** How can you use properties to explain patterns on the addition table?  **1.2** How can you round numbers?  **1.3** How can you use compatible numbers and round them to estimate sums?  **1.4** What mental strategies can you use to find sums?  **1.5** What mental strategies can you use to find sums?  **1.6** How can you use the break apart strategy to add three digit numbers  **1.7** How can you use place value to add 3-digit numbers?  **1.8** How can you use compatible numbers and rounding to estimate differences?  **1.9** What mental strategies can you use to find differences?  **1.10** How can you use place value to subtract 3-digit numbers?  **1.11** How can you use the combine place values strategy to subtract 3-digit numbers?  **1.12** How can you use the strategy *draw a diagram* to solve one- and two-step addition and subtraction problems?  **Standards for Mathematical Practice**  Attend to precision.  Looks for and make use of structure. | ***Pose a variety of problem-types from CCSS, CGI, ECM, Unlock the Problem (Go Math), and Problem Solving (Go Math).***  Use the YOU DO, WE DO, I DO format – Use the information on the instructional map to guide you. |
| **Number Talks**  Initial Focus:   * Building routines for number talks and math talk   [Weeks 1-3](http://lrsd5thgrade.wikispaces.com/file/view/Number+Talk+Sets+Weeks+4-6.pdf) [Weeks 4-6](http://lrsd5thgrade.wikispaces.com/file/view/Number+Talk+Sets+Weeks+4-6.pdf)  [Week 7-10](http://lrsd5thgrade.wikispaces.com/file/view/Number+Talk+Sets+Weeks+7-10.pdf) |
| **Workstations/Centers/Games**   * Grab and Go from the Go Math Resource * [Collect a $](http://lrsd3rdgrademathmap2012-13.wikispaces.com/file/view/Collect%20a%20Dollar.docx/442682218/Collect%20a%20Dollar.docx)  **(M.13.3.5)** * [Oh no! 99](http://lrsd3rdgrademathmap2012-13.wikispaces.com/file/view/Oh%20No%2099.pdf/347008152/Oh%20No%2099.pdf) |
| **Arkansas Transitional Guide**  **Resources in Lessons:**  **AR 3 and AR 4**  **pp. TG9-TG28**  **AR Frameworks:**  A.4.3.1 A.4.3.3  NO. 1.3.2 NO.1.3.3 |
| **Intervention Options for**  **Go Math**   * Tier II – Strategic Intervention **Teacher Activity Guide** * Tier III – **Intensive Intervention User Guide**   <http://mathinterventions.org/> |
| **Assessment Options**   * Diagnostic: Show What You Know * Student Work * Math Journals * Listening/Observing as students work, present and discuss * Mid Chapter Checkpoint * Chapter Review Test * [***http://www.tli.net/***](http://www.tli.net/) |
| [**GO Math Resources**](http://www-k6.thinkcentral.com/ePC/teacherLanding.do) |
| **Prior Map Resources :** [**http://lrsd3rdgrademathmap2012-13.wikispaces.com/Unit+1+Numbers+and+Operations+in+Base+Ten**](http://lrsd3rdgrademathmap2012-13.wikispaces.com/Unit+1+Numbers+and+Operations+in+Base+Ten)  **English Language Learners:** <http://www.corestandards.org/assets/application-for-english-learners.pdf> | | |

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| **Grade 3**  **Chapter 3** | **Domains: Operations and Algebraic Thinking (OA)** | **Chapter 3**  Target start date:  **Sept. 19-Sept. 30**  **8 Days** |
| **CRITICAL AREA: Developing understanding of multiplication and division and strategies for multiplication and division within 100.** |
| **How can you use multiplication to find**  **how many in all?** | | |
| **3.OA.1**  **3.OA.1**  **3.OA.3**  **3.OA.8**  **3.OA.3**  **3.OA.5**  **3.OA.5**  **MP.2**  **MP.8** | **Sequence of questions to explore** *(also use as journal prompts)*  **3.1** How can you use equal groups to find how many in all?  **3.2** How is multiplication like addition? How is it different?  **3.3** How can you use a number line to skip count and find how many in all?  **3.4** How can you use the strategy draw a diagram to solve one- and two-step problems?  **3.5** How can you use arrays to model multiplication and find factors?  **3.6** How can you use the Commutative Property of Multiplication to find products?  **3.7** What happens when you multiply a number by 0 or 1?  **Standards for Mathematical Practice**  Reason abstractly and quantitatively.  Look for and express regularity in repeated reasoning. | ***Pose a variety of problem-types from CCSS, CGI, ECM, Unlock the Problem (Go Math), and Problem Solving (Go Math).***  Use the YOU DO, WE DO, I DO format – Use the information on the instructional map to guide you. |
| **Number Talks**   * Continue with mental math for addition problems (See Chapter 1 Number Talks) |
| **Workstations/Centers/Games**   * Grab and Go from the Go Math Resource |
| **Arkansas Transitional Guide**  **N/A** |
| **Intervention Options for**  **Go Math**   * Tier II – Strategic Intervention Teacher Activity Guide * Tier III – Intensive Intervention User Guide   <http://mathinterventions.org/> |
| **Assessment Options**   * Diagnostic: Show What You Know * Student Work * Math Journals * Listening/Observing as students work, present and discuss * Mid Chapter Checkpoint * Chapter Review Test   [***http://www.tli.net/***](http://www.tli.net/) |
| [**GO Math Resources**](http://www-k6.thinkcentral.com/ePC/teacherLanding.do) |
| **Prior Map Resources:**  **English Language Learners:** <http://www.corestandards.org/assets/application-for-english-learners.pdf> | | |

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| **Grade 3**  **Chapter 4** | **Domains: Operations and Algebraic Thinking (OA)** | **Chapter 3**  Target start date:  **Oct. 1- Oct. 17**  **13 Days** |
| **CRITICAL AREA: Developing understanding of multiplication and division and strategies for multiplication and division within 100** |
| **What strategies can you use to multiply?** | | |
| **3.OA.3**  **3.OA.3**  **3.OA.3**  **3.OA.5**  **3.OA.7**  **3.OA.5**  **3.OA.9**  **3.OA.7**  **3.OA.7**  **3.OA.8**  **NO.2.3.2**  **MP.3**  **MP.7** | **Sequence of questions to explore** *(also use as journal prompts)*  **4.1** How can you multiply with 2 and 4?  **4.2** How can you multiply with 5 and 10?  **4.3** What are some ways to multiply 3 and 6?  **4.4** How can you use the Distributive Property to find products?  **4.5** What strategies can you use to multiply with 7?  **4.6** How can you use the Associative Property of Multiplication to find products?  **4.7** How can you use properties to explain patterns and the multiplication table?  **4.8** What strategies can you use to multiply with 8?  **4.9** What strategies can you use to multiply with 9?  **4.10** How can you use the strategy *make a table* to solve multiplication problems?  Lesson AR 11 Pages TG41-TG44 AR Benchmark skill Apply number theory: Find Multiples Use Arkansas Transition Guide  **Standards for Mathematical Practice**  Construct viable arguments and critique the reasoning of others.  Look for and make use of structure. | ***Pose a variety of problem-types from CCSS, CGI, ECM, Unlock the Problem (Go Math), and Problem Solving (Go Math).***  Use the YOU DO, WE DO, I DO format – Use the information on the instructional map to guide you. |
| **Number Talks** |
| **Workstations/Centers/Games**   * Grab and Go from the Go Math Resource |
| **Arkansas Transitional Guide**  **N/A** |
| **Intervention Options for**  **Go Math**   * Tier II – Strategic Intervention Teacher Activity Guide * Tier III – Intensive Intervention User Guide   <http://mathinterventions.org/> |
| **Assessment Options**   * Diagnostic: Show What You Know * Student Work * Math Journals * Listening/Observing as students work, present and discuss * Mid Chapter Checkpoint * Chapter Review Test   [***http://www.tli.net/***](http://www.tli.net/) |
| [**GO Math Resources**](http://www-k6.thinkcentral.com/ePC/teacherLanding.do) |
| **Prior Map Resources:** <http://lrsdmathfifthgrade.wikispaces.com/Home+Page>  **English Language Learners:** <http://www.corestandards.org/assets/application-for-english-learners.pdf> | | |

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| **Grade 3**  **Chapter 5** | **Domains: Operations and Algebraic Thinking (OA)**  **Number and Operations in Base Ten (NBT)** | **Chapter 5**  Target start date:  **Oct. 22-Oct. 30**  **7 Days** |
| **CRITICAL AREA: Developing understanding of multiplication and division and strategies for multiplication and division within 100.** |
| **How can you use multiplication facts, place value, and properties to solve multiplication problems?** | | |
| **3.OA.9**  **3.OA.4**  **3.NBT.3**  **3.NBT.3**  **3.NBT.3**  **MP.1**  **MP.5** | **Sequence of questions to explore** *(also use as journal prompts)*  **5.1** What are some ways you can describe a pattern in a table?  **5.2** How can you use an array or a multiplication table to find an unknown factor?  **5.3** How can you use the strategy *draw a diagram* to multiply with multiples of 10?  **5.4** What strategies can you use to multiply with multiples of 10?  **5.5** How can you model and record multiplying multiples of 10 by 1-digit whole numbers?  **Standards for Mathematical Practice**  Make sense of problems and persevere in solving them.  Use appropriate tools strategically. | ***Pose a variety of problem-types from CCSS, CGI, ECM, Unlock the Problem (Go Math), and Problem Solving (Go Math).***  Use the YOU DO, WE DO, I DO format – Use the information on the instructional map to guide you. |
| **Number Talks** |
| **Workstations/Centers/Games**   * Grab and Go from the Go Math Resource |
| **Arkansas Transitional Guide**  **Resources found in Lessons:**  **AR 5, AR 6, AR 7**  **pp. TG17-TG28**  **for Arkansas Frameworks:**  NO.1.3.6 M.13.3.5 M.13.3.6 |
| **Intervention Options for**  **Go Math**   * Tier II – Strategic Intervention Teacher Activity Guide * Tier III – Intensive Intervention User Guide   <http://mathinterventions.org/> |
| **Assessment Options**   * Diagnostic: Show What You Know * Student Work * Math Journals * Listening/Observing as students work, present and discuss * Mid Chapter Checkpoint * Chapter Review Test   [***http://www.tli.net/***](http://www.tli.net/) |
| [**GO Math Resources**](http://www-k6.thinkcentral.com/ePC/teacherLanding.do) |
| **Prior Map Resources:**  **English Language Learners:** <http://www.corestandards.org/assets/application-for-english-learners.pdf> | | |

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| **Grade 3**  **Chapter 6** | **Domains: Operations and Algebraic Thinking (OA)** | **Chapter 6**  Target start date:  **Nov. 4-Nov. 20**  **13 Days** |
| **CRITICAL AREA: Developing understanding of multiplication and division and strategies for multiplication and division within 100** |
| **How can you use division to find how many in each group or how many equal groups?** | | |
| **3.OA.3**  **3.OA.2**  **3.OA.2**  **3.OA.2**  **3.OA.3**  **3.OA.3**  **3.OA.6**  **3.OA.7**  **3.OA.5**  **MP.2**  **MP.7** | **Sequence of questions to explore** *(also use as journal prompts)*  **6.1** How can you use the strategy *act it out* to solve problems with equal groups?  **6.2** How can you model a division problem to find how many in each group?  **6.3** How can you model a division problem to find how many equal groups?  **6.4** How can you use bar models to solve division problems?  **6.5** How is division related to subtraction?  **6.6** How can you use arrays to solve division problems?  **6.7** How can you use multiplication to divide?  **6.8** How can you write a set of related multiplication and division facts?  **6.9** What are the rules when dividing with 1 and 0?  **Standards for Mathematical Practice**  Reason abstractly and quantitatively.  Look for and make use of structure. | ***Pose a variety of problem-types from CCSS, CGI, ECM, Unlock the Problem (Go Math), and Problem Solving (Go Math).***  Use the YOU DO, WE DO, I DO format – Use the information on the instructional map to guide you. |
| **Number Talks** |
| **Workstations/Centers/Games**   * Grab and Go from the Go Math Resource |
| **Arkansas Transitional Guide**  **N/A** |
| **Intervention Options for**  **Go Math**   * Tier II – Strategic Intervention Teacher Activity Guide * Tier III – Intensive Intervention User Guide   <http://mathinterventions.org/> |
| **Assessment Options**   * Diagnostic: Show What You Know * Student Work * Math Journals * Listening/Observing as students work, present and discuss * Mid Chapter Checkpoint * Chapter Review Test   [***http://www.tli.net/***](http://www.tli.net/) |
| [**GO Math Resources**](http://www-k6.thinkcentral.com/ePC/teacherLanding.do) |
| **Prior Map Resources:** <http://lrsdmathfifthgrade.wikispaces.com/Home+Page>  **English Language Learners:** <http://www.corestandards.org/assets/application-for-english-learners.pdf> | | |

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| **Grade 3**  **Chapter 7** | **Domains: Operations and Algebraic Thinking (OA)** | **Chapter 7**  Target start date:  **Nov. 21-Dec. 20**  **19 Days** |
| **CRITICAL AREA: Developing understanding of multiplication and division and strategies for multiplication and division within 100** |
| **What strategies can you use to divide?** | | |
| **3.OA.3**  **3.OA.7**  **3.OA.3**  **3.OA.7**  **3.OA.7**  **3.OA.7**  **3.OA.7**  **3.OA.4**  **3.OA.7**  **3.OA.8**  **3.OA.8**  **MP.3**  **MP.7** | **Sequence of questions to explore** *(also use as journal prompts)*  **7.1** What does dividing by 2 mean?  **7.2** What strategies can you use to divide by 10?  **7.3** What does dividing by 5 mean?  **7.4** What strategies can you use to divide by 3?  **7.5** What strategies can you use to divide by 4?  **7.6** What strategies can you use to divide by 6?  **7.7** What strategies can you use to divide by 7?  **7.8** What strategies can you use to divide by 8?  **7.9** What strategies can you use to divide by 9?  **7.10** How can you use the strategy of *act it out* to solve two-step problems?  **7.11** Why are there rules such as the order of operations?  **Standards for Mathematical Practice**  Construct viable arguments and critique the reasoning of others.  Look for and make use of structure. | ***Pose a variety of problem-types from CCSS, CGI, ECM, Unlock the Problem (Go Math), and Problem Solving (Go Math).***  Use the YOU DO, WE DO, I DO format – Use the information on the instructional map to guide you. |
| **Number Talks**  Solve Multiplication/Division expressions/equations mentally  Focus conversation on place value, properties, strategies and written notation corresponding to representations like number line and area models |
| **Workstations/Centers/Games**   * Grab and Go from the Go Math Resource * <http://mathjourneys.org/problem-bank/> |
| **Arkansas Transitional Guide**  **Resources in Lessons:**  **AR 12**  **pp. TG45-TG48**  **AR Frameworks:**  NO. 3.3.3 NO.3.3.5 |
| **Intervention Options for**  **Go Math**   * Tier II – Strategic Intervention Teacher Activity Guide * Tier III – Intensive Intervention User Guide   <http://mathinterventions.org/> |
| **Assessment Options**   * Diagnostic: Show What You Know * Student Work * Math Journals * Listening/Observing as students work, present and discuss * Mid Chapter Checkpoint * Chapter Review Test   [***http://www.tli.net/***](http://www.tli.net/) |
| [**GO Math Resources**](http://www-k6.thinkcentral.com/ePC/teacherLanding.do) |
| **Prior Map Resources:** <http://lrsdmathfifthgrade.wikispaces.com/Home+Page>  **English Language Learners:** <http://www.corestandards.org/assets/application-for-english-learners.pdf> | | |

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| **Grade 3**  **Chapter 2** | **Domains: Measurement and Data (MD)** | **Chapter 2**  Target start date:  **Jan. 7- Jan. 17**  **9 Days** |
| **CRITICAL AREA: Developing understanding of multiplication and division and strategies for multiplication and division within 100.** |
| **How can you represent and interpret data?** | | |
| **3.MD.3**  **3.MD.3**  **3.MD.3**  **3.MD.3**  **3.MD.3**  **3.MD.3**  **3.MD.4**  **MP.1**  **MP.4** | **Sequence of questions to explore** *(also use as journal prompts)*  **2.1** How can you use the strategy *make a table* to organize data and solve problems?  **2. 2** How can you read and interpret data in a picture graph?  **2.3** How can you draw a picture graph to show data in a table?  **2.4** How can you read and interpret data in a bar graph?  **2.5** How can you draw a bar graph to show data in a table or picture graph?  **2. 6** How can you solve problems using data represented in a bar graph?  **2. 7** How can you read and interpret data in a line plot and use data to make a line plot?  **Standards for Mathematical Practice**  Make sense of problems and preserve in solving them.  Model with mathematics. | ***Pose a variety of problem-types from CCSS, CGI, ECM, Unlock the Problem (Go Math), and Problem Solving (Go Math).***  Use the YOU DO, WE DO, I DO format – Use the information on the instructional map to guide you. |
| **Number Talks** |
| **Workstations/Centers/Games**   * Grab and Go from the Go Math Resource * <http://mathjourneys.org/problem-bank/> |
| **Arkansas Transitional Guide**  **N/A** |
| **Intervention Options for**  **Go Math**   * Tier II – Strategic Intervention Teacher Activity Guide * Tier III – Intensive Intervention User Guide   <http://mathinterventions.org/> |
| **Assessment Options**   * Diagnostic: Show What You Know * Student Work * Math Journals * Listening/Observing as students work, present and discuss * Mid Chapter Checkpoint * Chapter Review Test   [***http://www.tli.net/***](http://www.tli.net/) |
| [**GO Math Resources**](http://www-k6.thinkcentral.com/ePC/teacherLanding.do) |
| **Prior Map Resources:**  **English Language Learners:** <http://www.corestandards.org/assets/application-for-english-learners.pdf> | | |

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| **Grade 3**  **Chapter 8** | **Domains: Numbers and Operations-Fractions**  **Operations and Algebraic Thinking (OA)** | **Chapter 8**  Target start date:  **Jan. 21- Jan. 31**  **9 Days** |
| **CRITICAL AREA: Developing understanding of fractions, especially unit fractions (fractions with numerator 1)** |
| **How can you use fractions to describe how much or how many?** | | |
| **3.NF.1**  **3.NF.1**  **3.NF.1**  **3.NF.1**  **3.NF.2a**  **3.NF.2b**  **3.NF.3c**  **MP.2**  **MP.4** | **Sequence of questions to explore** *(also use as journal prompts)*  **8.1** What are equal parts of a whole?  **8. 2** Why do you need to know how to make equal shares?  **8. 3** What do the top and bottom numbers of a fraction tell?  **8.4** How does a fraction name part of a whole?  **8. 5** How can you represent and locate fractions on a number line?  **8.6** When might you use a fraction greater than 1 or a whole number?   * Do not do lessons 8.7 to 8.9 as these involve parts of a set and do not match the standard. (Parts of a set is not part of 3rd grade CCSS.) Focus on the meaning of the fraction as an equal part of a whole (unit fraction) Problem-types: <http://mathjourneys.org/problem-bank/>   Lesson AR 16 Pages TG61-TG64 AR Benchmark skill Fractions, Decimals, and Percents - Use Arkansas Transition Guide  **Standards for Mathematical Practice**  Reason abstractly and quantitatively.  Model with mathematics | ***Pose a variety of problem-types from CCSS, CGI, ECM, Unlock the Problem (Go Math), and Problem Solving (Go Math).***  Use the YOU DO, WE DO, I DO format – Use the information on the instructional map to guide you. |
| **Number Talks** |
| **Workstations/Centers/Games**   * Grab and Go from the Go Math Resource * <http://mathjourneys.org/problem-bank/> |
| **Arkansas Transitional Guide**  **N/A** |
| **Intervention Options for**  **Go Math**   * Tier II – Strategic Intervention Teacher Activity Guide * Tier III – Intensive Intervention User Guide   <http://mathinterventions.org/> |
| **Assessment Options**   * Diagnostic: Show What You Know * Student Work * Math Journals * Listening/Observing as students work, present and discuss * Mid Chapter Checkpoint * Chapter Review Test   [***http://www.tli.net/***](http://www.tli.net/) |
| [**GO Math Resources**](http://www-k6.thinkcentral.com/ePC/teacherLanding.do) |
| **Prior Map Resources:**  **English Language Learners:** <http://www.corestandards.org/assets/application-for-english-learners.pdf> | | |

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| **Grade 3**  **Chapter 9** | **Domains: Number and Operations- Fractions** | **Chapter 9**  Target start date:  **Feb. 3- Feb. 10**  **6 Days** |
| **CRITICAL AREA: Developing understanding of fractions, especially unit fractions (fractions with numerator 1)** |
| **How can you compare fractions?** | | |
| **3.NF.3d**  **3.NF.3d**  **3.NF.3d**  **3.NF.3d**  **3.NF.3d**  **3.NF.3a**  **3.NF.3b**  **MP.4**  **MP.8** | **Sequence of questions to explore** *(also use as journal prompts)*  **9.1** How can you use the strategy *act it out* to solve comparison problems?  **9. 2** How can you compare fractions with the same denominator?  **9. 3** How can you compare fractions with the same numerator?  **9.4** What strategies can you use to compare fractions?  **9. 5** How can you compare and order fractions?  **9.6** How can you use models to find equivalent fractions?  **9.7** How can you use models to name equivalent  fractions?  **Standards for Mathematical Practice**  Model with mathematics.  Look for and express regularity in repeated reasoning. | ***Pose a variety of problem-types from CCSS, CGI, ECM, Unlock the Problem (Go Math), and Problem Solving (Go Math).***  Use the YOU DO, WE DO, I DO format – Use the information on the instructional map to guide you. |
| **Number Talks**   * comparing fractions * Equalities and Inequalities – true false statements with equivalent fractions |
| **Workstations/Centers/Games**   * Grab and Go from the Go Math Resource |
| **Arkansas Transitional Guide**  **N/A** |
| **Intervention Options for**  **Go Math**   * Tier II – Strategic Intervention Teacher Activity Guide * Tier III – Intensive Intervention User Guide   <http://mathinterventions.org/> |
| **Assessment Options**   * Diagnostic: Show What You Know * Student Work * Math Journals * Listening/Observing as students work, present and discuss * Mid Chapter Checkpoint * Chapter Review Test   [***http://www.tli.net/***](http://www.tli.net/) |
| [**GO Math Resources**](http://www-k6.thinkcentral.com/ePC/teacherLanding.do) |
| **Prior Map Resources:** <http://lrsdmathfifthgrade.wikispaces.com/Home+Page>  **English Language Learners:** <http://www.corestandards.org/assets/application-for-english-learners.pdf> | | |

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| **Grade 3**  **Chapter 10** | **Domain: Measurement and Data** | **Chapter 10**  Target start date:  **Feb. 11- Mar. 11**  **19 Days** |
| **CRITICAL AREA: Developing understanding of the structure of rectangular arrays and of area** |
| **How can you tell time and use measurement to describe the size of something?** | | |
| **3.MD.1**  **3.MD.1**  **3.MD.1**  **3.MD.1**  **3.MD.1**  **3.MD.4**  **3.MD.2**  **3.MD.2**  **3.MD.2**  **MP.1**  **MP.8** | **Sequence of questions to explore *(also use as journal prompts)***  **10.1** How can you tell time to the nearest minute?  **10. 2** How can you tell when to use A.M and P.M. with time?  **10. 3** How can you measure elapsed time in minutes?  **10.4** How can you find a starting time or an ending time when you know the elapsed time?  **10. 5** How can you use the strategy *draw a diagram* to solve problems about time?  **10.6** How can you generate measurement data and show the data on a line plot?  **10.7** How can you solve elapsed time problems by converting units of time?  **10.8** How can you estimate and measure mass in metric units?  **10.9** How can you use models to solve liquid volume and mass problems?  **Standards for Mathematical Practice**  Make sense of problems and persevere in solving them.  Look for and express regularity in repeated reasoning. | ***Pose a variety of problem-types from CCSS, CGI, ECM, Unlock the Problem (Go Math), and Problem Solving (Go Math).***  Use the YOU DO, WE DO, I DO format – Use the information on the instructional map to guide you. |
| **Number Talks**   * Problems reading clocks and determining elapsed time |
| **Workstations/Centers/Games**   * Grab and Go from the Go Math Resource |
| **Arkansas Transitional Guide**  **Resources in Lessons:**  **AR 18 through AR 25**  **pp. TG69-TG100**  **AR Frameworks:**  M.13.3.3 M.12.3.1 M.13.3.1  M12.3.3 M.13.3.7 M.12.3.4  M.13.3.9 M.13.3.8 M.12.3.5 |
| **Intervention Options for**  **Go Math**   * Tier II – Strategic Intervention Teacher Activity Guide * Tier III – Intensive Intervention User Guide   <http://mathinterventions.org/> |
| **Assessment Options**   * Diagnostic: Show What You Know * Student Work * Math Journals * Listening/Observing as students work, present and discuss * Mid Chapter Checkpoint * Chapter Review Test * [***http://www.tli.net/***](http://www.tli.net/) |
| [**GO Math Resources**](http://www-k6.thinkcentral.com/ePC/teacherLanding.do) |
| **Prior Map Resources:**  **English Language Learners:** <http://www.corestandards.org/assets/application-for-english-learners.pdf> | | |

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| **Grade 3**  **Chapter 11** | **Domain: Measurement and Data** | **Chapter 11**  Target start date:  **Mar. 12 – April 1**  **9 Days** |
| **CRITICAL AREA: Developing understanding of the structure of rectangular arrays and of area** |
| **What is the difference between perimeter and area?** | | |
| **3.MD.8**  **3.MD.8**  **3.MD.8**  **3.MD.5**  **3.MD.5a**  **3.MD.5b**  **3.MD.6**  **3.MD.7**  **3.MD.7a**  **3.MD.7b**  **3.MD.7c**  **3.MD.7d**  **3.MD.8**  **3.MD.8**  **MP.1**  **MP.2**  **MP.7**  **MP.8** | **Sequence of questions to explore** *(also use as journal prompts)*  **11.1** How can you find perimeter?  **11. 2** How can you measure perimeter?  **11. 3** How can you find the unknown length of a side in a plane shape when you know its perimeter?  **11.4** How is finding the area of a shape different from finding the perimeter of a shape?  **11. 5** How can you find the area of a plane shape?  Lesson AR 41 Pages TG161-TG164 AR Benchmark skill Build 3-Dimentional Shapes - Use Arkansas Transition Guide  **11.6** Why can you multiply to find the area of a rectangle?  **11.7** How can you use the strategy *find a pattern* to solve area problems?  **11.8** How can you break apart a shape to find the area?  **11.9** How can you use area to compare rectangles with the same perimeter?  **11.10** How can you use perimeter to compare rectangles with the same area?  **Standards for Mathematical Practice**  Make sense of problems and persevere in solving them.  Reason abstractly and quantitatively.  Look for and make sense of structure  Look for and express regularity in repeated reasoning. | ***Pose a variety of problem-types from CCSS, CGI, ECM, Unlock the Problem (Go Math), and Problem Solving (Go Math).***   * Use the YOU DO, WE DO, I DO format – Use the information on the instructional map to guide you. |
| **Quick Draw**   * <http://lrsd5thgrade.wikispaces.com/file/view/QD%20III%20figures%204%20pgs.pdf/259333558/QD%20III%20figures%204%20pgs.pdf> |
| **Workstations/Centers/Games**   * Grab and Go from the Go Math Resource |
| **Arkansas Transitional Guide**  **Resources in Lessons:**  **AR26**  **pp. TG101-TG104**  **AR Frameworks:**  M.13.3.11 |
| **Intervention Options for**  **Go Math**   * Tier II – Strategic Intervention Teacher Activity Guide * Tier III – Intensive Intervention User Guide   <http://mathinterventions.org/> |
| **Assessment Options**   * Diagnostic: Show What You Know * Student Work * Math Journals * Listening/Observing as students work, present and discuss * Mid Chapter Checkpoint * Chapter Review Test   [***http://www.tli.net/***](http://www.tli.net/) |
| [**GO Math Resources**](http://www-k6.thinkcentral.com/ePC/teacherLanding.do) |
| **Prior Map Resources:** <http://lrsdmathfifthgrade.wikispaces.com/Home+Page>  **English Language Learners:** <http://www.corestandards.org/assets/application-for-english-learners.pdf> | | |

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| **Chapter 12** | **Domain: Measurement and Data (MD)** | | **Chapter 12**  Target start date:  **April 2-May 9**  **22 Days** |
| **CRITICAL AREA: Describing and analyzing two-dimensional shapes** | |
| **What are some ways to describe and classify two-dimensional shapes?** | | | |
| **3.G.1**  **3.G.1**  **3.G.1**  **3.G.1**  **3.G.1**  **3.G.1**  **3.G.1**  **3.G.1**  **3.G.2**  **MP.1**  **MP.3**  **MP.6** | | **Sequence of questions to explore**  *(also use as journal prompts)*  **12.1** What are some ways to describe two-dimensional shapes?  **12.2** How can you describe angles in plane shapes?  **12.3** How can you use line segments and angles to make polygons?  **12.4** How can you describe line segments that are sides of polygons?  **12.5** How can you use sides and angles to help you describe quadrilaterals?  **12.6** How can you draw quadrilaterals?  **12.7** How can you use sides and angles to help you describe triangles?  **12. 8** How can you use the strategy *draw a diagram* to classify plane shapes?  **12.9** How can you divide shapes into parts with equal areas and write the area as a unit fraction of the whole?  **Standards for Mathematical Practice**  Make sense of problems and persevere in solving them.  Construct viable arguments and critique the reasoning of others  Attend to precision. | ***Pose a variety of problem-types (CCSS / CGI) based on the needs of your students.***  **Focus for this chapter** |
| **Number Talks** |
| **Workstations/Centers** |
| **Arkansas Transitional Guide**  **Resources in Lessons:**  **AR 28 through AR 29**  **pp. TG109-TG116**  **AR Frameworks:**  G.9.3.1 G.9.3.2  AND  **AR 31 through AR 33**  **pp. TG121-TG131**  **AR Frameworks:**  G.8.3.1 G.9.3.2  G.11.3.2 G.11.3.1 |
| **Games** |
| **Lesson Ideas** |
| **Intervention Options**  [***http://mathinterventions.org/***](http://mathinterventions.org/) |
| **Assessment Options**   * Diagnostic: Show What You Know * Student Work * Math Journals * Listening/Observing as students work, present and discuss * Mid Chapter Checkpoint * Chapter Review Test   [***http://www.tli.net/***](http://www.tli.net/) |
| [**GO Math Resources**](http://www-k6.thinkcentral.com/ePC/teacherLanding.do) |
| **Prior Map Resources: English Language Learners:** [**http://www.corestandards.org/assets/application-for-english-learners.pdf**](http://www.corestandards.org/assets/application-for-english-learners.pdf) | | | |